DOCUMENT RESUME

ED 416 351 CE 075 771

AUTHOR	Kissam, Ed; Dorsey, Holda
TITLE	Using Information Resources. Tierra de Oportunidad Module 14. LAES: Latino Adult Education Services Project.
INSTITUTION	Hacienda La Puente Unified School District, City of Industry, CA.; California State Univ. Inst., Long Beach.
SPONS AGENCY	California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE	1997-00-00
NOTE	35p.; For related modules, see CE 075 757-787.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Information; Adult Basic Education; Adult Literacy; Basic Skills; Communication (Thought Transfer); Community Services; English (Second Language); Family Needs; Immigrants; *Information Literacy; *Information Seeking; Information Skills; *Information Utilization; Learning Modules; Lesson Plans; Literacy Education; Problem Solving
IDENTIFIERS	California; 353 Project

ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses how to access and use information resources in order to function in the workplace and in daily living. Topics covered include the following: analyzing newspaper articles; preparing a weather graph; calculating average prices; locating information in a telephone book; gathering information from service agencies; accessing information on the Internet; eliciting, receiving, interpreting, and responding to verbal information; selecting and using appropriate technology; and evaluating reliability of information. Basic skills addressed include communication skills, thinking skills, personal qualities, using resources, interpersonal skills, using information, and working with systems. The module contains the following: teaching points for the instructor; sample learning activities; a list of 14 resources; a sample lesson plan consisting of objectives, learners and context, room setup, materials needed, tasks to do ahead, media used, and steps for conducting the lesson; readings; role-play materials; and pre- and postassessments. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 351

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 14

Using Information Resources

Ed Kissam and Holda Dorsey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R A Eberhard

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE075771

Funded by:
California Department of Education
Youth, Adult and Alternative Educational Services Division
through Federal Grant P.L. 100-297 Section 353
Contract #4213

CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

15381 E. Proctor Avenue • Industry, CA 91745 • Ph: 818 855-3161 • Fax 818 855-3568
hdorsey@otan.dni.us

LAES activities are funded by contract #4213 of the Federal P.L. 100-297, Section 353, from the Adult Education Unit, YAAES Division, California Department of Education. However, the content does not necessarily reflect the position of that department or of the U.S. Department of Education.

LAES

INSTRUCTIONAL AREA
Developing Life Long Learning

MODULE 14
Using Information Resources

Overview

In contemporary society, it is necessary to routinely and confidently use information resources to function successfully in either the workplace or in daily living. Successful use of information resources does not require special skills as much as it does a positive attitude, flexibility, and a recognition that everyone, whatever their educational level, learns how to find out new kinds of information by carefully assessing how reliable and useful is each source of information.

Information can come from many sources -- one's friends and family, co-workers, neighbors, salespeople, telephone hotlines, calls to businesses, public agencies, or information centers, newspapers, manuals, instruction booklets, pamphlets, billboards, radio, television, videocassettes, and via keyboard to the World Wide Web, to computerized databases, or bibliographies. Contemporary literacy requires the ability to access information in many different ways, the ability to assess the accuracy and objectivity of the information, and the ability to put the information to use in one's own situation.

Upward career advancement now and in the 21st century will not require that a worker have a great store of specific information but, rather, the ability to rapidly and efficiently access and assimilate and use new information. A crucial part of accessing new information is knowing when and how to question teachers, instructors, presenters, salespeople, and other information-providers. Part of the questioning process includes asking questions which make it easier to effectively use the information being provided -- the ability to engage in interactive dialogue.

Our society is so firmly based on information transactions that it will be essential for almost all adults to not only know how to access information but to actually enjoy the process of acquiring new information and ongoing learning -- even when the person accesses new information simply because they are curious.

While curiosity, browsing, and Web-surfing are invaluable habits, adult learners will need to develop their ability to be clear and focused about what they want to find out. An important principle for adult learners to grasp is that they can only acquire information efficiently if they have reflected about why they want the information, how they are going to use it, and how they are going to organize it to make it easiest to use.

BEST COPY AVAILABLE

LAES

Basic Skills Development

The ability to use information resources effectively and efficiently is a competency for lifelong learning. Instructors need not be perplexed by the impossibility of teaching everything there is to know about using information resources. A better goal would be, to present new perspectives on assessing information and strongly emphasize the idea of continually practicing to become effective at using information resources.

Basic Skills	using appropriate print and electronic information resources for targeted learning, , recognizing formatting (particularly tabular and graphic information) as a tool for making information access easier. Recognizing everyone as a potential information resource, formulating and posing questions.
Analytic Thinking , Problem-Solving	Recognizing one's own learning style, interests, formulating individualized strategies for gather information efficiently", recognizing the value of focus and clear questions for information acquisition, use of consultation, and dialogue as tools for learning, confirming the accuracy of key information, extrapolation, interpolation.
Thinking Skills	Creating a personal "toolkit" of effective strategies to get, store and organize information, distinguishing between different kinds of resources, practicing comparing and contrasting from different sources.
Personal Qualities	Acquiring practical skills to get personally useful information faster and demonstrating success in doing this, building self-esteem by sharing information and helping others access information. Increasing awareness of the need to assess the quality of information acquired and to be responsible in providing accurate information to others.
Uses Resources	Using appropriate and available resources to the maximum extent possible for acquiring new, high-quality information, recognizing the value of human as well as print and electronic information resources.

Interpersonal Skills	Establishing dialogue to assure information is clearly interpreted.
Uses Information	Acquiring information from all available resources, using all available modes of information, organizing information to easily use it.
Works With Systems	Understanding the diversity of information sources and the utility of using various ones to get "the full picture", understanding indexing and search systems used to direct people to appropriate information sources for their needs.
Uses Technology	Using the World-wide Web to explore an extremely wide range of options as to how information is presented/accessed, including interactive searches

Teaching Points

General issues to consider in seeking and interpreting oral information:

1. **Information from friends, co-workers, and family members is extremely valuable but may not always be accurate**. People always bring their own interpretation to information so that second-hand information is not always accurate. Those interpretations are usually conditioned by their own hopes, expectations, and experience. People may often believe they heard what they wanted to hear or they may believe they heard what they didn't want to hear -- and be mistaken.

2. **It is always safest to compare information from different sources and confirm information before acting on it** -- whether the information comes from a friend, a family member, a co-worker, or even from an "official" or formal information source. It makes sense to take a lot of care in confirming information which is important to one (e.g. information on immigration law, on wages and working conditions, on terms of credit) even if it takes extra effort and time.

3. **No one should be embarrassed to ask an information-giver to clarify and explain what they are saying**. People who deal with specialized information every day -- social service agency staff, health care personnel, teachers, legal advisors often use a kind of shorthand or jargon in talking which is confusing to people of all educational levels. The reasonable response is to ask for clarification.

4. **Asking questions at work is evidence of a person's desire to get ahead**. People often do not ask questions because they are afraid of being considered stupid. In fact, the usual way in which ambitious workers show their motivation, intelligence, and commitment to a job is to ask intelligent questions. Asking questions is evidence of a commitment to quality in most jobs. Not asking questions is taken as evidence of indifference and laziness.

5. **One aspect of learning to use information resources effectively is to, oneself, be a responsible information resource**. One way to build one's skills in acquiring, organizing, and using information to solve problems is to practice being a responsible information resource oneself. Being responsible as an information resource includes attempting to the best of one's ability to be accurate and objective. But being a responsible information resource also means being sympathetic and responsive to a person asking questions.

6. **In the information economy, one of the easiest way to get access to more information resources is to "trade" information**. In oral communication, that often means being "open" and establishing a dialogue. In relying on print or electronic media, it means knowing when one has enough information. Bartering information is important both for individuals and for businesses, this means that information sharing (trading) is usually a win-win proposition.

7. **It is seldom possible to get all the information one needs**. Thus it is necessary to extrapolate from limited information. We all need to generalize from limited information. However, in dealing with bureaucracies, it is not safe to extrapolate. (We can assume from our limited experience that most legal papers need to be notarized but we might waste a lot of money notarizing applications which simply need to be signed). After extrapolating from limited information, it is especially important to try and verbally confirm that one's explanation is right.

8. **Even printed "official" information is not always reliable**. Even when there is printed official information which seems clear, it is useful, to the extent possible, to clarify its accuracy and reliability. Some information which may be literally accurate may, nonetheless, be misleading.

<u>Different Ways to Access Information</u>

9. **Information from many agencies and institutions now requires information-seekers to use voice-mail**. Using a voice-mail system frustrates most people but it is useful to remember that most systems have a choice which is "none of the above" which brings a real, live, human being onto the telephone line to respond.

10. **Accessing information at work will increasingly require use of computer-based menus.** Using computer-based information systems does not require that a person know how to type but it does require a positive attitude about keyboards. Computer-based learning systems are now mostly menu-driven and demonstrate how crucial it will be in the future to access information via a keyboard. ATMs (Automatic Teller Machines) are a good example of a simple computer-based menu.

11. **There is so much information now that much of it is indexed.** Indexes take many forms but all indexes classify information under different headings -- the most familiar example being information about the author, title, subject, and call number of a book. More and more jobs require workers to be good at using specialized indexes (e.g. make, model, and year of a car part). In personal transactions, telephone transactions, voice mail transactions, and computer-based transactions, it is common to use an index -- often called a "menu".

12. **There is so much information now that it is necessary for most people to use some kind of "information center" for many of their needs.** The phone book has very thorough listings of many kinds of information resources for every area -- not just in the yellow pages but, also, in the front of the phone book. Now, most public agencies supplement the information they provide by phone with pamphlets, handbooks, and brochures. Using an information center is almost always the best first step to accessing information.

13. **Standard World Wide Web browsers are a versatile tool for almost instantaneously accessing many kinds of information.** Using WWW browsers is intuitive, "friendly" and efficient for many people. Even so, some skill is needed to use browsers efficiently to seek out useful information.

14. **A great deal of information is now provided in the form of charts, graphs, and tables.** Feeling at home with these graphic modes of representing information is a crucial part of both work life and personal life.

15. **"Browsing", acquiring information just for curiosity's sake, is valuable practice for later acquiring information in a systematic way.** Literacy involves not only the skill and ability to acquire information but, also, the habit of acquiring information. Learner's values must develop to encompass "idle" information searches which have no immediate value but as a means of building on-going practice in accessing information outside of a formal learning environment.

Sample Learning Activities

1. Research various modes of transportation around town and around the state. Read airline and bus schedules. Apply for bus passes. Visit Web pages to discover interactive airline schedule and price features.

2. Use the white pages of the telephone book to locate local, county, state and federal service agencies. Call a public agency for information. Locate offices of assembly persons and state senators. Use the yellow pages of the telephone book to locate information on house repairs, furniture, restaurants, entertainment locations.

3. Visit a Health Clinic and gather information regarding immunizations, pre-natal care, nutrition, etc. Call local Parks and Recreation or YMCA and gather information on activities for children and adults. Visit the Police Department and inquire how to report a crime.

4. Use the newspaper to locate articles about local, national or international conflicts, analyze the reasons for the conflict based on the news report, identify the factions involved, identify the goals of the factions. Review the weather report, locate the major cities listed on a map, prepare a graph showing the temperature of ten major cities. Locate the classified section, find the average selling price for five household items.

5. Visit a drug store, read the labels of aspirin, cold remedies, nasal sprays, sleeping tablets, diet pills. List the dosage, the directions and the dangers if not used properly. List the advantages and disadvantages of the medication.

6. Surf the Internet, find the Homepage of your city. List the mayor and the council members. Find demographic information about your county. See if there is a history of the city, school information, programs for youngsters, or a list of places to visit.

7. Practice "browsing skills" to become a more efficient surfer. Some key basic points to practice include the following:
   1) almost all searches need to be "broadened" or "narrowed" at some time,
   2) almost all searches can be made better by rephrasing,
   3) must pay attention to the source of information,
   4) look for "information nodes" which, list additional resources,
   5) use "bookmarks" to easily return to a useful web page,
   6) before downloading, plan on how to organize and save he information.

LAES

RESOURCES CHECKLIST

Examples of Information Resources

Daily Newspaper

Tabular information -- Business, Stocks, and Sports sections
Graphic information -- news stories on polls, weather, movie theater schedules, bar or line graphs of financial indexes
Map information -- Air pollution indexes

Magazines

Tabular information -- comparison of different auto models and other consumer items using standard formats
Graphic information -- comparison of different auto models in terms of performance (bar graphs), tabulation of responses to a survey (pie charts)
Map information -- in news magazines, travel magazines
"Targeted magazines" -- special interest magazines, health/fitness, cars, homes
"General interest" magazines -- news magazines, human interest, travel

Other Print

Flow charts -- Mechanics manuals, instruction cards
Telephone book -- yellow pages, white pages, 800 directory,
Indexes -- Library card catalogue, store catalogues, manuals, specialized directories, phone book, classified ads, Spanish-English dictionary, TV Guide.
Diagrams -- How-to books, textbooks
Summaries, synopses -- study aids, news magazines
Outlines -- book tables of contents, textbooks
Checklists -- manuals
Forms -- now available in many self-help legal aid books

Hotlines

Northern California Coalition for Immigrant Rights -- Immigrant Assistance Line (415)543-6767
Government agency hotlines often listed on Web pages, in radio or TV public service announcements

Radio

Call-in shows -- clarification, comparison
Public affairs shows -- comparison
News shows -- comparison of stations with different formats

Television

"911" -- TV docudrama on oral/aural information exchange in crisis
Local/national news -- graphic information
Instructional programs (usually on PBS affiliates)

Information Centers

CHIRLA -- Speakers Bureau (213) 736-1300 X631 (full spectrum of immigrant issues)
Local library, reference librarian
Local office EDD (Employment Development Department)
Family Planning -- local Public Health Department

Voice Mail

Guia del Campesino (800) 232-4842 -- i.e. 232-GUIA.
(Great number to call for phone menu with many information choices.)

World Wide Web

Browsers for free-form versatile navigation in searches across the Web "Super-sites" which themselves have links to a wide range of resources "Information malls" which package standard information, e.g. news, business
"Shopping malls", e.g. on-line bookstores such as **amazon.com**
"Specialized sites", e.g. NOAA Weather page, Hubbell telescope page,
Health information pages for diverse diseases/conditions
"Organization sites" -- for many businesses, advocacy organizations, associations
Forums -- for interactive discussion on topics of interest to a specific group
Bulletin boards -- for posting and sharing information in topic areas
Advertisements -- links to follow for more information
Software resources -- free access to some kinds of software (watch out for viruses!)
List-serves and subscription pages -- to subscribe to a special information service

RESOURCES -- Background on Information Economy and the Future

SCANS -- **What Work Requires of Schools**, Superintendent of Documents
Fax orders to (202) 512-2250. Can be charged to credit card.

SCANS, **Teaching the SCANS Competencies**, U.S. Department of Labor, 1993.

SCANS, **Learning a Living: A SCANS Report for America** 2000, U.S. Department of Labor, 1992.

Anthony P. Carnevale, **America and the New Economy**, ASTD (American Society for Training and Development), 1991.
This is the long awaited, final report on a 5-year research and development project conducted jointly by the U.S. Department of Labor and ASTD. Its intent is to integrate current business and economic literature with firsthand exploration of the nation's workplaces to provide a road map to competitive success in the new global economy. Significant findings include: The single minded focus on the competitive productivity standard has been supplanted by a new set of competitive standards, including quality, variety, customization, convenience, and time.

Anthony P. Carnevale, Leila J. Gainer, and Ann S. Meltzer, **Workplace Basics: The Essential Skills Employers Want**, ASTD (American Society for Training and Development) and Jossey-Bass, 1990.
Because of increased global competition, shifting technologies, learner management systems, and emphasis on quality and service, basic skills for American workers have expanded to include among other skills: communication, adaptability, developmental skills, group effectiveness, influencing skills, and the most fundamental skill of all, learning how to learn. In this comprehensive book, the authors explain the basic workplace skills and detail how each affects job performance in various occupations.

ASTD (American Society for Training and Development), can be found online: **www.astd.org**

Office of Technology Assessment, **Adult Literacy and New Technologies: Tools for A Lifetime**, 1993.

Stephen Reder and Karen Green, "Giving Literacy Away: An Alternative Strategy for Increasing Adult Literacy Development", paper prepared for the National Adult Literacy Project, Northwest Regional Educational Laboratory, November, 1985.

Sondra Gayle Stein, **Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning**, National Institute for Literacy, July, 1995.

Lynn Arthur Steen, "Numeracy", in Daedalus (Special issue: **Literacy in America**), Spring 1990

LAES

ESL Commercial Textbooks

- Essential Series: What You Need to Know About . . . , National Textbook Company
  Reading Labels, Directions & Newspapers:
  Section 3, Reading Newspapers

  Reading Ads, Reference Materials & Legal Documents:
  Section 3, Reference Skills

  Reading Signs, Directories, Schedules, Maps, Charts & Utility Bills
  Section 1, Using Directories
  Section 2, Special Reading Skills

- Graph Attack! Understanding Charts and Graphs, Cambridge Adult Education, Prentice Hall Regents
  Chapter 9, Seeing Is (Not Always) Believing

14. USING INFORMATIONAL RESOURCES

OBJECTIVES

- locate information in phone book
- gather information from public agencies
- analyze newspaper articles on conflict
- prepare a weather graph
- calculate average price of items
- access city information on Internet

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Small tables and chairs to facilitate small team work

TO BRING

Newspapers, phone books, handouts

TO DO AHEAD

Gather multiple copies of local phone books
Order multiple copies of local newspaper
Procure telephone access for students with Internet connectivity
Maps of California Maps of the U.S.,
Double check on URL (Universal Resource Locator) related to city.

MEDIA USED

Overhead, newspapers, phone books

STEPS

Warm up and Introduction
Conflict in the news - Conflict analysis
Report
Weather in California - Weather in the US
Calculate average prices - Report back
Break
A phone book: White pages and Yellow pages
Reflection
Application
Make a call
Go to visit
City information on Internet
Closure

Lesson Plan: 14. Using Information Resources

	Warm up	Teacher asks students how they gather information. Who do you ask for information? Where do you go for information? Who do you trust with information? How do you evaluate information? When do you ask about something? Etc.
(8 min)	*Prior Knowledge Activation* *• Ask Review Questions*	
	Introduction	Teacher shows transparency of objectives and states that the students will learn: To analyze newspaper articles on conflict. To prepare a weather graph. To calculate average price of items. To locate information in phone book. To gather information from public agencies. To access city information on Internet. They will also practice: Eliciting, receiving, interpreting and responding to verbal information. Selecting and using appropriate technology. Evaluating reliability of information.
(7 min)	*Information Preview* *• State Objectives Informally*	
	overhead	
	Conflict in the news	Teacher explains that the purpose is to analyze a conflict as reported in the daily newspaper. The procedure to follow is: 1. In groups of four, students are to review the newspaper and locate and article about some conflict. 2. Using the worksheet, "Conflict Analysis," follow directions to complete it. 3. When everyone has finished they will report to the class the result of their analysis.
(7 min)	*Information Acquisition* *• Procedure Description*	
	newspapers	
	Conflict analysis	Students locate "conflict" article in the newspaper. Locate the "conflict" on a world map. Check the factors that play a part in the conflict. Identify the factions. Research the goals of the two factions. Summarize news article.
(10 min)	*Practice & Feedback* *• Group Practice - Guided*	
	worksheet	

BEST COPY AVAILABLE

Lesson Plan: 14. Using Information Resources

	Report	Teacher asks student groups to report their findings. Students may discuss the root causes of conflict and possibilities for eliminating
(13 min)	*Practice & Feedback* *• Group Feedback*	those causes.
	Weather in California	Teacher asks student groups to find the weather page of the newspaper. Teacher asks students to locate the weather for five California cities, San Diego,
(8 min)	*Information Acquisition* *• Procedure Demonstration*	Los Angeles, Monterey, San Francisco, Sacramento. Teacher draws a line graph on the board (or transparency) to demonstrate how to create and read a graph.
	Weather in the US	Students, working in groups of four, list (of their own choice) 10 cities in the United States.
(15 min)	*Practice & Feedback* *• Group Practice - Guided*	Find cities on the US map Look up the predicted weather for the selectd cities. Prepare a graph with their findings. Students show their graphs and report their findings. The whole group discusses the variety of temperatures throughout the nation.
	Calculate average prices	Teacher asks students to work in pairs. Students: Locate the classified section of the newspaper.
(17 min)	*Practice & Feedback* *• Group Practice - Indep.* *worksheet*	Use the index to find "for sale" listings for five household items, for example: refrigerator, table and chairs, washing machine, sofa, etc. Pick five ads that include a price for each listed item. Add the prices listed for the item and divide by five. The answer would be the average price for that kind of item.
	Report back	Students share the average price found for their selected items.
(5 min)	*Practice & Feedback* *• Peer Feedback*	

BEST COPY AVAILABLE

Lesson Plan: 14. Using Information Resources

	Break	Students may take a few minutes to stretch, walk around, see other students work, change places. Teacher completes attendance records and other necessary paperwork.
(10 min)	*Other* *• Break*	
	A phone book	Teacher elicits from the students information regarding the organization of white and yellow pages. Where can they look for government offices, doctors, schools, restaurants, movie theaters, etc. Teacher asks if students use specialized phone books, such as 800 number directory, Spanish phone book, other.
(7 min)	*Motivation* *• Establish Future Relevance*	
	White pages	Teacher asks students to work in pairs. Teacher distribute a phone book and a worksheet to each pair. Students work together to complete the worksheet. Teacher monitors pair work and assists as needed. Pairs check their work with another pair.
(13 min)	*Practice & Feedback* *• Group Practice - Guided*	
	phone books	
11:00 AM	**Yellow pages**	Teacher ask students to work with another partner. Teacher asks students to focus on the yellow pages in order to complete the worksheet. Students work together to complete the worksheet. Teacher monitors pair work and assists as needed. Teacher asks students to share with the whole class the information found.
(15 min)	*Practice & Feedback* *• Group Practice - Guided*	
	worksheet	
	Reflection	Teacher asks students to reflect on the skills that they have practiced and how can they be applied to their daily life. Students are asked to also reflect on what other ways there are of acquiring information and to share verbally their ideas.
(10 min)	*Closure* *• Reflection*	

BEST COPY AVAILABLE

Lesson Plan: 14. Using Information Resources

	Application	Teacher asks students to choose the kind of assignment they prefer:
(10 min)	*Other* • *Assign Roles or Tasks*	1. To make a phone call to an agency for request information. 2. To visit a service provider and request information and literature. 3. To log on to the Internet and search for information.
	Make a call	Teacher asks students to select a place to call for information. (They can call from home or from the school.)
(5 min)	*Other* • *Assign Roles or Tasks*	Students in groups create list of questions to ask. Students are to make their calls and report back the information gathered, the difficulty or ease of the call and the quality of phone service provided.
	Go to visit	Teacher asks students to select a place to visit for information. (They can visit on their own time or use class time if permissible.)
(5 min)	*Other* • *Assign Roles or Tasks*	Students in groups create list of questions to ask. Students are to make their visits and report back the information gathered, the difficulty or ease of the visit and the quality of service provided.
	City info on Internet	Teacher asks students to make arrangements to log on to Internet for information.
(5 min)	*Other* • *Assign Roles or Tasks*	Students in groups create list of items to research. Students are to "surf the net" and report back the information gathered, the difficulty or ease of access and the quality of information found.

BEST COPY AVAILABLE

Lesson Plan: 14. Using Information Resources

	Closure	Students restate objectives learned, and give examples of what is important to them:
(10 min)	*Closure* • *Learner Summary*	To analyze newspaper articles on conflict. To prepare a weather graph. To calculate average price of items. To locate information in phone book. To gather information from public agencies. To access information on Internet. We also practiced: Eliciting, receiving, interpreting and responding to verbal information. Selecting and using appropriate technology. Evaluating reliability of information.

BEST COPY AVAILABLE

OBJECTIVES

Students will be able to:

- **analyze newspaper articles on "conflict";**
- **prepare a weather graph;**
- **calculate average price of items;**
- **locate information in a phone book;**
- **gather information from service agencies;**
- **access information on Internet.**

Students will also practice:

* **eliciting, receiving, interpreting and responding to verbal information;**
* **selecting and using appropriate technology;**
* **evaluating reliability of information.**

Conflict Analysis

1. Select an article about some current conflict.
2. Locate the place of conflict on a world map.
3. Check each of the factors found in the newspaper article that play a part in the conflict.

   Religious differences _____

   Ideological differences _____

   Control of territory _____

   Control of resources _____

   Ethnic competition _____

   Past historical events _____

4. Identify the factions involved in this conflict.

   _____

   _____

   _____

5. Identify the objectives of each faction involved.

   _____

   _____

   _____

6. Summarize your findings to report to the whole class.

   _____

   _____

   _____

United States of America

22

23

HDorsey '87

LAES

Worksheet

Weather Graph

Temperatures:	**30°**	**40°**	**50°**	**60°**	**65°**	**70°**	**75°**	**80°**	**85°**	**90°+**
Cities										
1 _____										
2 _____										
3 _____										
4 _____										
5 _____										
6 _____										
7 _____										
8 _____										
9 _____										
10 _____										

Average Price

1. Locate the classified section of the newspaper.
2. Use the index to find "for sale" listings.
3. Write the names of five household items.
4. Pick five ads that include a price for each of your items.

	Item #1	Item #2	Item #3	Item #4	Item #5
	_____	_____	_____	_____	_____
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____

Please add and write the total:

_____ _____ _____ _____ _____

Divide the total by 5 to compute the average price:

_____ _____ _____ _____ _____

Share your findings with the whole class.

Using the White Pages

1. List what level of government offices are in the phone book:

   _____, _____, _____, _____

2. Where would you call with the following problems?

   Immigration: _____

   Social Security _____

   Rabid dog: _____

   IRS information: _____

3. Find the number of the following places:

   Local Public Library: _____

   Public Health Clinic: _____

   Police Department: _____

   City Recreation Department: _____

   Local City Hall: _____

4. Find the addresses of the following county services:

   Animal Bites Reports: _____

   Alcohol Treatment Program: _____

   Assessor: _____

   Coroner: _____

   Senior Citizens Affairs: _____

   Adoptions: _____

5. Find the phone numbers of the following state services:

Governor's Office: _____

Assembly Member's Office: _____

State Senator's Office: _____

Athletic Commission: _____

Bureau of Automotive Repair: _____

Public Utilities Commission: _____

Housing: _____

OSHA: _____

Department of Aging: _____

Child Abuse: _____

6. Find the phone numbers of the following federal agencies:

Senator of the United States: _____

Congressman of the United States: _____

Marine Corps Recruiting: _____

Airport information: _____

Federal Bureau of Investigations: _____

Post Office Branch: _____

Housing Discrimination Complaints: _____

7. Other

Consulates from Latin American Countries:

_____

_____

_____

LAES

Worksheet

Using the Yellow Pages

1. Where are the doctors listed in the yellow pages?

   _____

2. Where would you find a mechanic?

   _____

3. What are the locations of the Chevrolet Dealers?

   _____: _____

   _____: _____

   _____: _____

   _____: _____

   _____: _____

4. Find the address and phone number of AAA:

   AAA: _____

   _____

5. What is the name of a Dental Information Clinic?

   _____

6. Find doctors and numbers for the following problems:

   Cataracts: _____

   Skin rash: _____

   Pregnancy: _____

   Hearing loss: _____

   Heart: _____

© HDorsey

Diabetes: _____

Child illness: _____

Stomach: _____

Weight Control: _____

Bone problems: _____

7. Find restaurants which specialize in the following cuisines, write their addresses:

Italian: _____

French: _____

Pies: _____

Seafood: _____

Mexican: _____

Steaks: _____

Continental: _____

Chinese: _____

Vietnamese: _____

Other: _____

LAES

Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Using Information Resources"

1. If you need to know about something, or find out about something, such as how to qualify for a special low-cost mortgage to buy a home for you and your family, how confident are you that you have the skills to:

	For Each Line, Please check the box that applies to you			
	Not Very Confident	A Little Confident	Quite Confident	Have All the Information
a. know how to get the information you need or want?				
b. tell how the information you get from friends or family is accurate or if it really applies to you?				
c. check with different sources to make sure your information is accurate before you act on it?				
d. ask for an explanation when information is not clear?				
e. check on official or printed information to make sure it is up-to-date?				
f. use a computer to help get information?				
g. organize the information you get so you could use it in filling out applications				

LAES

2. **Please read the background information and advise Frank.**
   Background: You just picked up a newspaper and have read a story about a man who got a refund from the telephone company for excess charges or charges for accessories he really didn't want.

   a. What are the different ways you can find out more about the situation mentioned in the article to see if it applies to you?

   _____

   _____

   b. If you were to call the newspaper, what would you say?

   _____

   _____

   c. If you were to call the telephone company, who would you ask to speak to and what would you say to that person?

   _____

   _____

   d. What information would you need to have with you to see if you were eligible to get money back from the phone company?

   _____

   _____

LAES

3. How important is it for you to find out more about (or to use more effectively):

	For Each Line, Please check the box that applies to you			
	Not Very Important	**A Little Important**	**Very Important**	**Not Interested**
a. newspaper, radio, television stories to help you find out about the things that affect your life (like information on health)?				
b. using information from tables or graphs to decide about what to do in your life?				
c. using computer-based information sources –surfing the Internet?				
d. where to find information from Spanish language sources?				
e. using catalogues or indexes at the library to find a special kind of information that you need				

4. What do you want to learn to help you get the information you are interested in faster and to be sure it is accurate?

I want to learn:

LAES

Date: _____

Student Name _____

Teacher Name _____

Module 14
Using Information Resources

Instructions:
This activity is in two parts. The first part asks you about how to find out information on specific issues. The second part asks you to reflect on your work on this module and tell us what you learned from it.

Part I.
This activity can be done individually or in pairs. How could you find out the following information, other than by asking your friends? Even if you don't need to know it yourself, friends or acquaintances may ask you about it. List the source or sources, other than friends, and telephone numbers and addresses when possible. Remember, you do not need to write the information - ***only where you could find it***. Q#18 asks for what you would like to know how to find out about, that you don't now know. The whole class can help brainstorm on this.

Write the source for information on each question on the lines provided.

1. The day the local K-8 school starts this year:

_____

2. The time change between your city and Chicago.

_____

3. The procedure and cost of reserving a space for a private party in a local park.

_____

4. How to get a driver's license.

_____

5. Information about ESL classes offered in the area.

_____

6. Up-to-date information on the forms someone needs to apply for citizenship.

_____

7. Information about how to register to vote.

_____

LAES

8. Dates and addresses for citizenship exam in your area.

_____

9. Listings of available jobs.

_____

10. Health clinics where you could get services, and clinics with bi-lingual staff and sliding scales.

_____

11. List of bi-lingual pre-schools and elementary schools in the area

_____

12. How to vote if you are not in town on the day voting takes place

_____

13. Places to get your car smog checked.

_____

14. Places to find out about your rights as a renter.

_____

15. If your car is towed, and you are in an unfamiliar city, how to find where it was taken and how to get it back.

_____

16. What else? Is there something you would still like to know how to find that you don't now know? Please list it here.

_____

_____

_____

LAES

Part II.
Please tell us what you learned from your work with this module

1. Did you benefit from your work on this module regarding any of the following?

understanding better:	**Yes/No**	**Please comment on either:** • **How you benefited; or** • **Why you feel this module was not useful for you in this area**
a. Use of newspaper, radio, television stories to help you find out something you want to know or to check the accuracy of something you thought was true?		
b. Using voice mail, hotlines, and computer-based telephone systems?		
c. Where to find information from Spanish language sources?		
d. Using catalogues or indexes at the library to find a special kind of information that you need		
e. Explaining things to your family or friends or helping them find the information they need		

2. Did your work in this module help you in any of the following areas?

	Yes/No	**Please comment on either:** • **How you benefited; or** • **Why you feel this module was not useful for you in this area**
a. Reading official notices and pamphlets?		
b. Learning new ways to get information?		
c. Using information from tables or graphs to decide about what to do in your life?		
d. Using computer-based information sources –surfing the Internet?		
e. Organizing the information you use regularly so it's easier to use?		
f. Comparing information from different sources to make sure the information you have is accurate?		
g. Getting good answers to questions you have, that is ones you can understand and trust?		
h. Asking questions in class and learning better?		
i. Anything else? Please tell us.		

BEST COPY AVAILABLE